

Grade 6 Sample Test Prompt

Voice

The cafeteria serves some foods people like and some they don't like. Think about three different foods that you would like the cafeteria manager to serve that you can't get now in the cafeteria.

Write a letter to the cafeteria manager convincing her to serve each of the three new foods that you are suggesting.

Your essay should

- Target a specific audience and purpose .
- Organize clear ideas into meaningful sequence .

Remember to edit for spelling, grammar, punctuation, and capitalization.

AIMS Six Trait Analytic Writing Rubric – Official Scoring Guide

VOICE

<p>6</p> <p>The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.). • an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. 	<p>5</p> <p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.). • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. 	<p>4</p> <p>A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of “writing to be read.” In places, the writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • a questionable or inconsistent level of closeness to or distance from the audience. • a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places. • liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.
<p>3</p> <p>The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by</p> <ul style="list-style-type: none"> • a limited sense of audience; the writer’s awareness of the reader is unclear. • an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical. • a limited ability to shift to a more objective voice when necessary. 	<p>2</p> <p>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by</p> <ul style="list-style-type: none"> • little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical. • a voice that is likely to be overly informal and personal. • a lack of audience awareness; there is little sense of “writing to be read.” • little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer. 	<p>1</p> <p>The writing seems to lack a sense of involvement or commitment. The writing is characterized by</p> <ul style="list-style-type: none"> • no engagement of the writer; the writing is flat and lifeless. • a lack of audience awareness; there is no sense of “writing to be read.” • no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.

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Writing

FINAL COPY

In the cafeteria you can eat.
pizze or you can eat egg's and hotdog.
And than you got milke and eat.

Score point 1 – The writing lacks a sense of involvement.
There is a lack of audience awareness and no sense of
“writing to be read.” The writing is flat and lifeless.

Page 4

Go On ➡

Writing

FINAL COPY

Ways the cafeteria can raise money
for better school lunches.

One way is we could have a
fundraiser for the school.

People could pay for admission
so they could play games.

The point of this is to get money
for better food for kids at school.

How lunch should be healthier
BY'S E

Score point 2 – There is no evidence that the writer has chosen a suitable voice. The writing tends to be mechanical. There is little hint of the writer behind the words.

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Cafeteria Manager I would like to add three new food's. My first one is like this. I would like Lagsana bicause it is good. Almost all the people like it. And Bicause They like how it tastes and I also like It. My second choice is a Pafee they are really really good. Almost all the people like it Bicause its good. It's Made like this they put some cream in the bottom they put furits in the middle and last they put cream in the top. And you put it in the Freezer. My last choice is Fruit salad bicause it has fruits and it will look good. And theachers might like my three Food Choices

Singed

A M S

Score point 3 – A sense of the writer may emerge at times; however, the voice is inappropriately impersonal. The writing is somewhat mechanical. Each of the three food choices are “good” and someone will “like” it.

Page 4

Go On 

Writing**FINAL COPY**

To the Cafeteria Manager,

Young people from elementary, middle, and high school buy cafeteria food almost everyday. Most kids might like the foods, but others do not. I think kids would like to have their favorite foods on the menu once in awhile. In some schools they serve meat from mad cows and people get sick from eating it. Now kids are worried and unsure about what they're eating. Maybe if you put foods they prefer, they might feel safe and sure about their foods. Also, they would have firm minds that cafeteria foods aren't bad. Kids will start buying it more.

I've listed three foods that I enjoy. They're not served in cafeteria, but maybe you would consider serving them.

The first food are buffalo wings with onion rings for the side. Everyone likes wings and rings. Kids don't like onion, but if you turn them into onion rings they would eat them. Buffalo wings and onion rings are healthy and delicious. They don't get on your weight too much.

When people ask me what my favorite foods are, spaghetti is one of them. I'm sure it is on the top list of favorite foods for most people. How can you not like the red sauce with freshly chopped vegetables? Or the soft, round meatballs floating around the noodles? The long noodles that you slurp and get sauce around your mouth? Garlic bread would go nice with spaghetti. Spaghetti is considered healthy and tasteful. People eat spaghetti all the time and know it's safe and healthy for you. If you put it on the menu, kids will think the same and buy more cafeteria foods.

Salad is simple and good. Who wouldn't like it? Kids don't like vegetable, but salads can change their taste. Sliced tomatoes, cheese, and some Italian

Writing

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dressing with little crackers, kids will change their minds about vegetables now. It's good for your body and helps you stay in good shape.

I hope you consider about the foods. They sure are my favorites, but they can be other kids' too. Kids won't have to worry about what they eat now.

Thank you for your concerns. I appreciate you reading my letter.

Sincerely,
S D

Score point 4 – The writer demonstrates commitment to the topic. In places, there may be a sense of “writing to be read.” However, the writer may have not consistently employed an appropriate voice. Beginning with information about “mad cow disease” is not a wise choice to set the tone of the response.



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Dear Cafeteria Manager,	
I have been hearing many complaints about the food you have been serving for lunch. I have asked a few students about their favorite food choices. The students have now chosen for me if I can put their foods on the lunch menu. Everyone will be pleased if their favorite foods are given for lunch. I am pretty sure it will increase the amount of people eating lunch so then more people will be energized for class. I have also chosen to have your appraisal of the foods first.	
The first food is called smokies. They are small meat wieners you eat with a flour tortilla. They are very delicious and students love the juicy flavors. They also fill the students' stomachs quite well.	
The second food is macaroni and cheese. This food has cheese which is healthy and very tasty. The milk and nutrition in the macaroni and cheese gets students going so they can learn in class. And since a lot of kids like macaroni they will surely eat it. I myself am a macaroni lover (and it does get me going too).	

Writing**FINAL COPY**

The third food is a taco from Mexico of course and very crunchy. This food shows students that Mexican food is great tasting & easy to eat. It has lettuce and meat which are pretty good for you. And the crunchy tostada is indeed a good treat to have with the taco. And the tostada does hold it together. The delicious taste of the taco will make students up to an awesome lunch.

These were the three food choices selected by the students. Please consider putting them on the menu. It will make me and the students very thankful. Thank you for your time.

Sincerely,

B. H.

B. H.

Score point 5 – The writer seems committed to the topic and, and there is a sense of “writing to be read.” The writing is expressive and sincere. The response has a strong sense of audience and is aware of the reader and of how to communicate the message most effectively. The paper offers a tone of working together and the writer takes the task of representing fellow students seriously.

Writing

FINAL COPY

Dear Cafeteria Manager,

What if you were a vegetarian who couldn't eat the meat that is present in almost all of the foods served in the cafeteria? What if you had a sore tooth that would hurt if anything came in contact with it? How about if you weren't getting enough nutrition and needed the nutrients found in the skins of foods? Well, there are plenty of students that you serve who are suffering because of the foods provided by our cafeteria (not your fault of course). Luckily, there are a few changes we can make. All we have to do is add three new foods to the menu. These foods are baked potatoes, milkshakes, and seafood.

It has been proven that a large amount of children are not getting the nutrients they need. Do we really want that to be the fault of the school? Since I know you don't want it to be, there is a solution I have come up with. All you have to do is serve baked potatoes rather than mashed ones. It is proven that the nutrients of a food are in the skin. This means that while we are serving mashed potatoes, the students are not getting the nutrients that baked potatoes have to offer. Yet, what if it weren't a lack of nutrients? What if it were a problem slightly less dangerous?

The problem with our generation is that we eat much too much candy and sweets. That is a dreadful noise for our teeth. Sometimes, those sugar rushes catch up to us and we have to pay the price. Yes, a cavity. We all know that cavities are horrid things and an experience we are not likely to forget. It can be made worse when something cold (like

Writing**FINAL COPY**

ice cream) meets with that tooth. We can prevent that from happening if you serve milkshakes rather than regular ice cream. The milkshakes may cause a smidgen amount of pain but not nearly as much as regular ice cream. This is because when we drink something, it goes straight down our throats, rarely hitting our teeth, and when we eat something we tend to automatically chew. Yet, what if we have no choice but to not eat a certain food?
Some religions (and those who simply choose to) cannot eat meat. This is a terrible news since almost all that is served contains some kind of meat. This can be solved by adding seafood to the menu. It just so happens that some (though not all) vegetarians can eat seafood. And, isn't it better to please some vegetarians rather than none at all?
I am hoping that since you care about the students you serve (and I know you do) that you will consider my proposition. I know that it would make me, and the other students you serve, just wonderful.
Sincerely, B. C.
Score point 6 – The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” There is a sense that the topic has come to life. The writer skillfully communicates the message effectively with originality, liveliness, and conviction. “And isn’t it better to please some vegetarians rather than none at all?”

